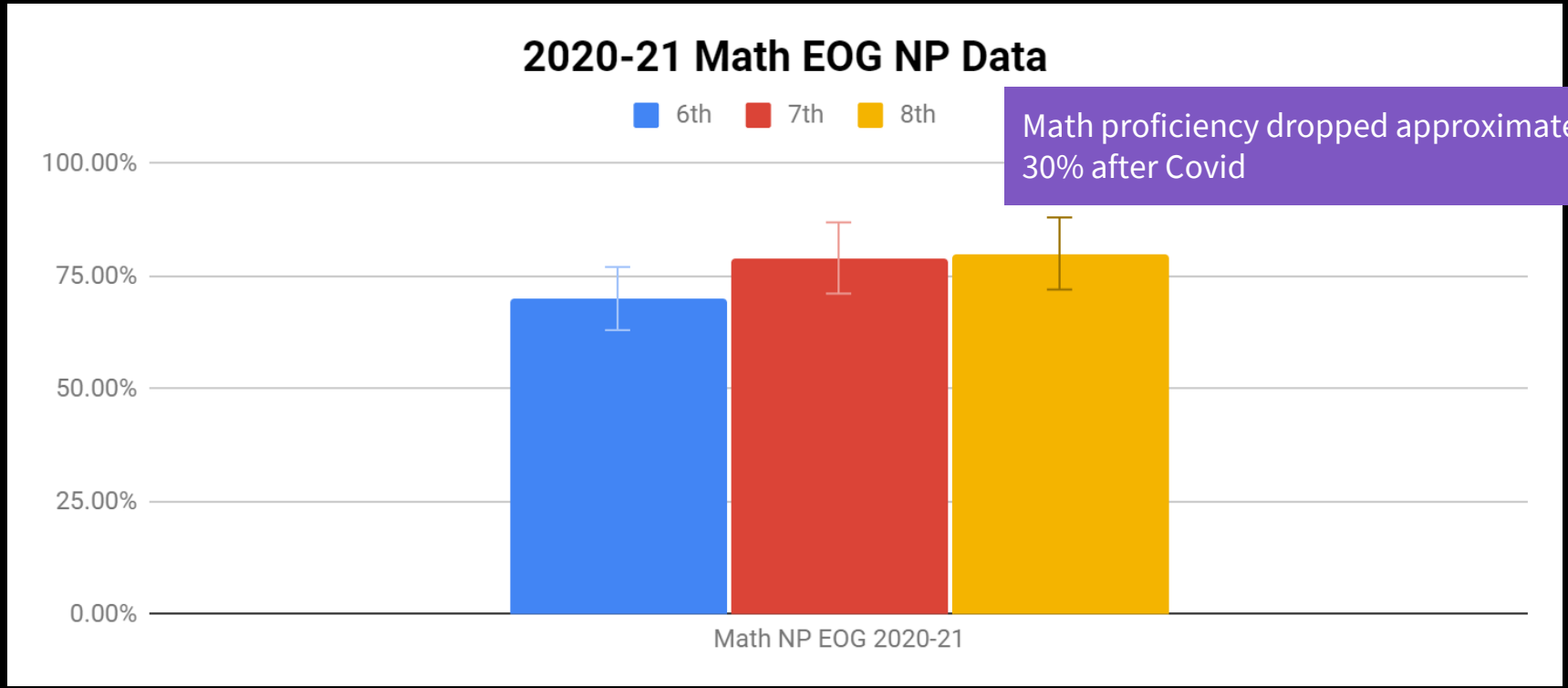
A Plan for Math Intervention

..... being responsive to post-covid math proficiency



West Middle's Why



How Math FLEX/Intervention works at WMS

All students receive FLEX time for 35 minutes daily.

Students who are math proficient and/or AIG identified receive enrichment instruction during this time.

Students who are not math proficient participate in Math FLEX daily at the end of Exploratory given by Exploratory teachers. Curriculum planned weekly with Instructional Facilitator.

Students not math proficient placed in tiered intervention groups and pulled on a monthly rotation for small group intervention by core teachers with progress monitoring.

How Math FLEX/ Intervention works at WMS

Groups were pre-determined by administration over the summer and placed in small groups.

Intervention schedule, assignments and student groups were complete for the year based on EOG proficiency data

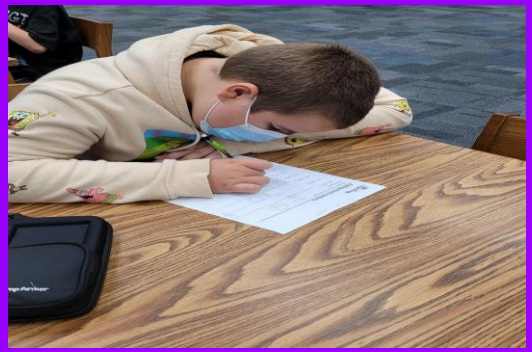
All groups are tiered; students are grouped based on performance data.

Students receive math instruction from four different teachers on a month rotation when not in FLEX with Exploratory twice a year, grouped with same-ability peers.

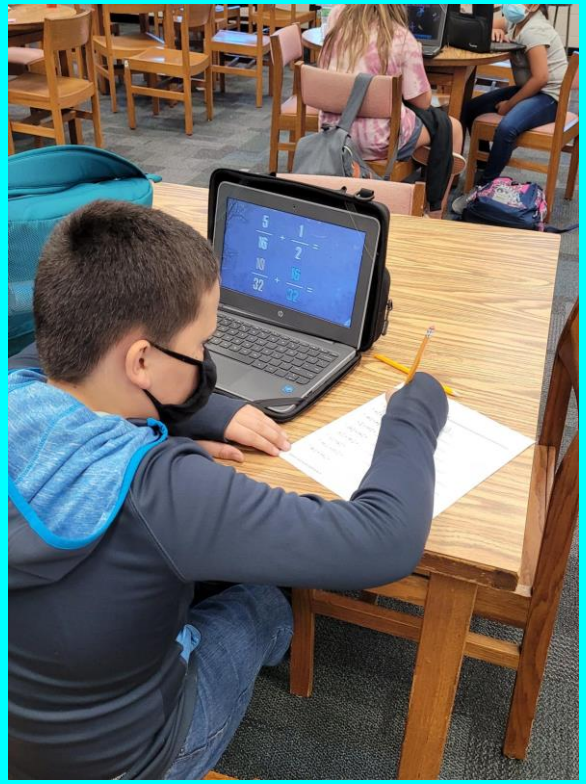
Math Flex in Action During Exploratory Classes



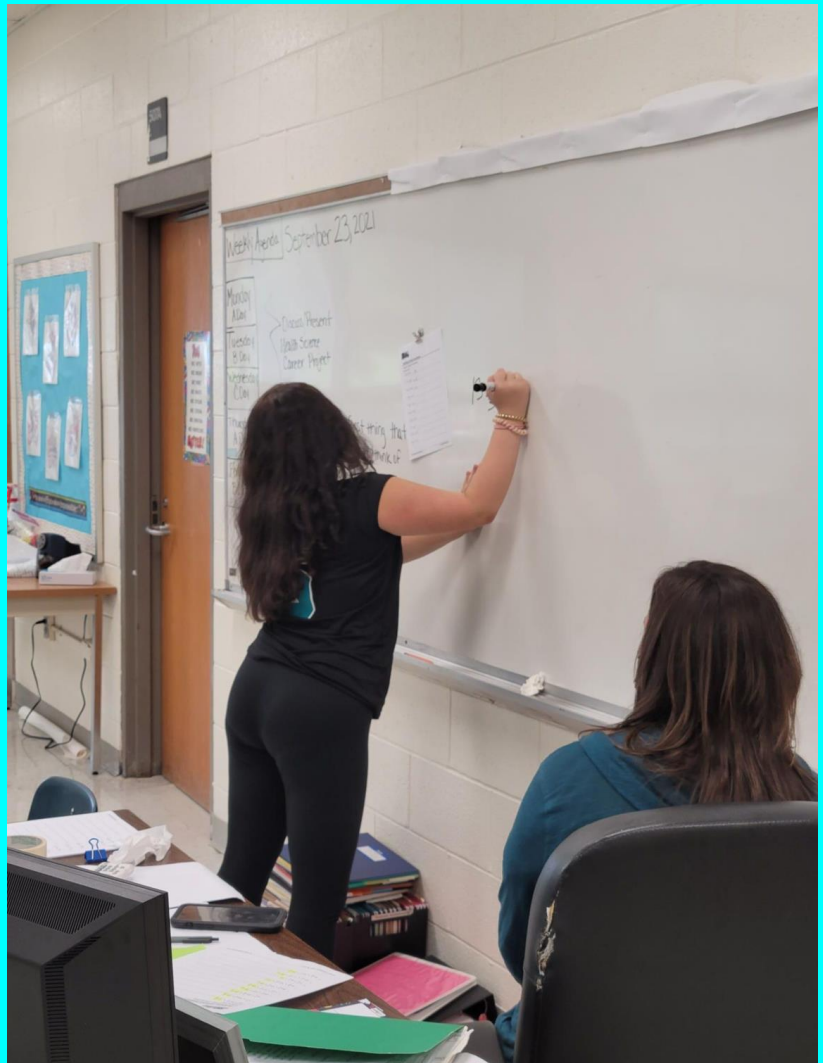
Math FLEX takes place at the end of every Exploratory class for 35 minutes every day. All Exploratory teachers are teaching math FLEX everyday. Lessons are preplanned and teachers work together to teach the content of basic skills. ALL students participate in Math FLEX every day. During this time, Core teachers pull small groups of students for math intervention on a rotating basis.
Student intervention/small groups were identified based on 20-21 EOG data. Any student not proficient in math is pulled during FLEX for small group intervention of basic skills with 5-6 other students by grade level core teachers.

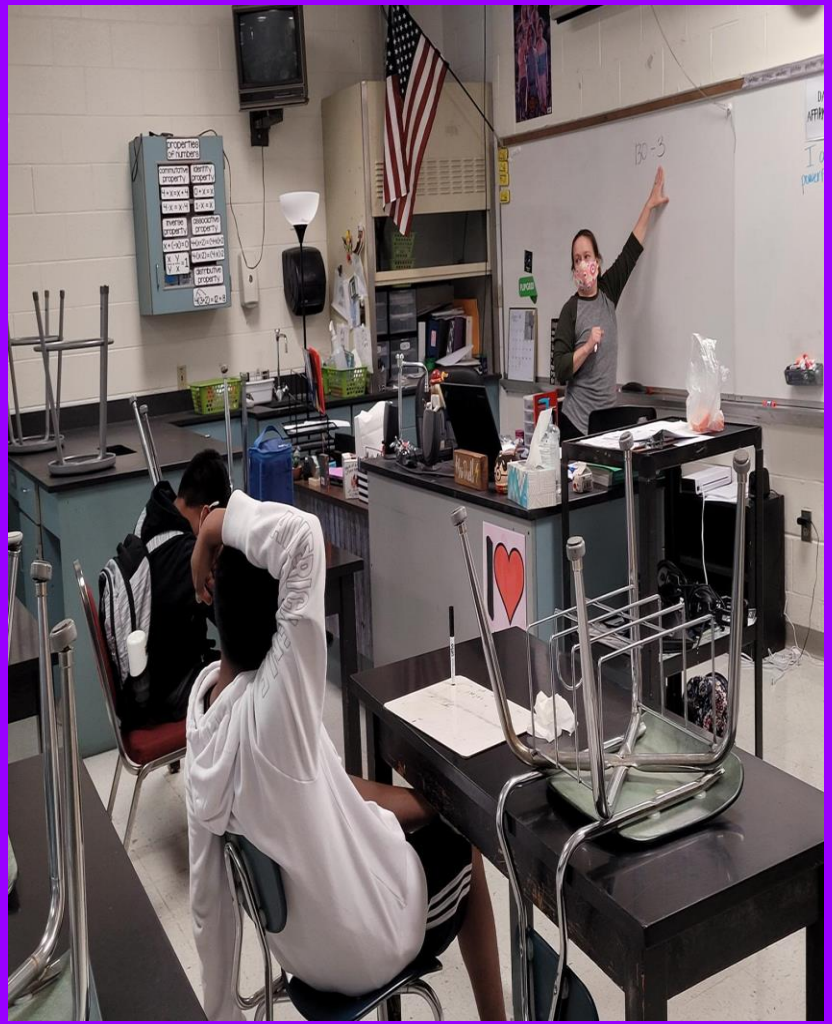


Students in Med Tech are working fractions during FLEX.



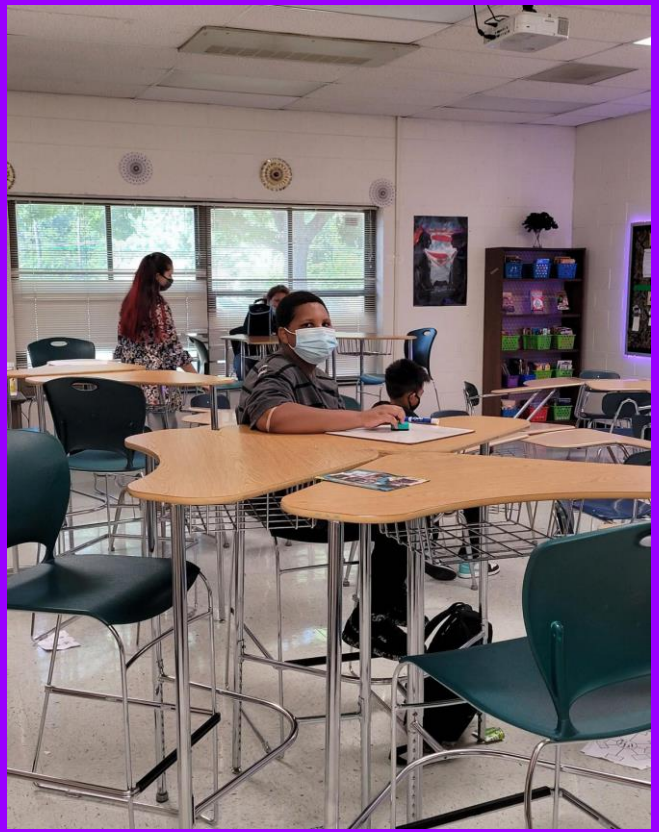
Students in drone engineering are working math problems on the computer during FLEX.

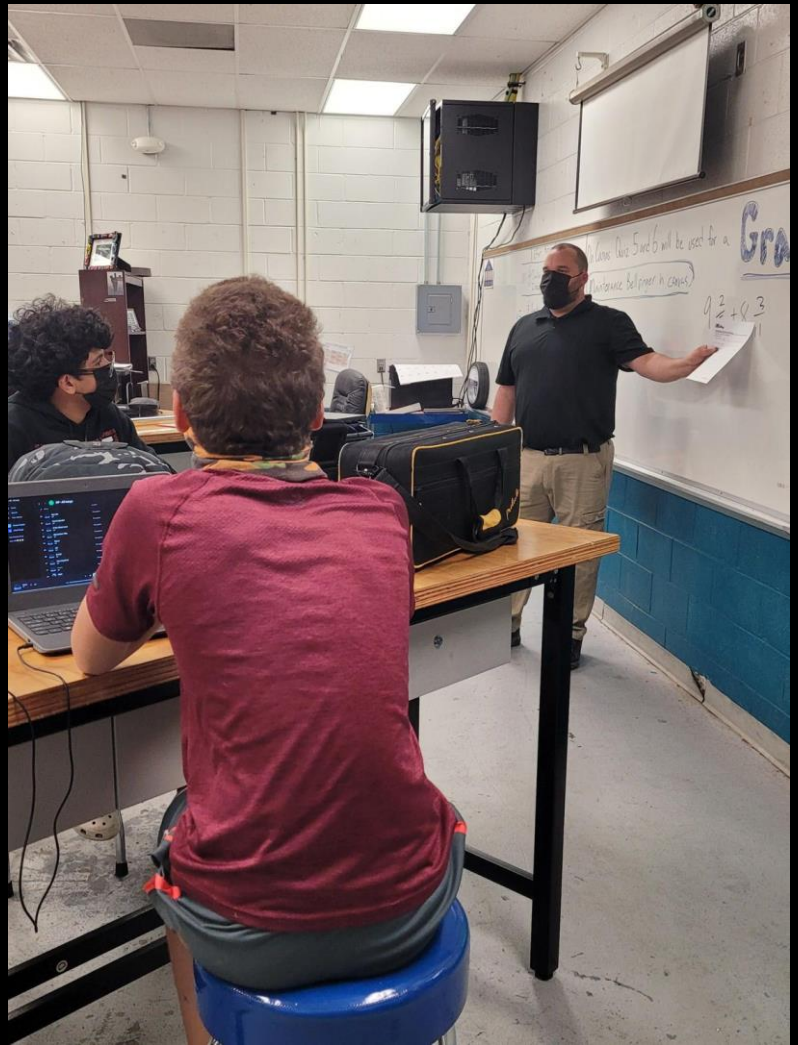




Mrs. Duell teaches her small group math intervention during FLEX.

Ms. Batten teaches her small group in math interventio n with small white boards during FLEX.







Mrs. McIntyre, 6th grade math teacher, provides math intervention to her small group during FLEX.

Outcomes

Students receive math possibly three times a day, with regular math class, math FLEX and math after-school tutoring

ALL students receive math FLEX, enrichment and/or small group math intervention daily

ALL teachers are engaged in FLEX and have a responsibility to help students with basic math skills, creating a language of math school-wide.

Due to the changing rotations and the ABC schedule, students are receiving math instruction from many different teachers

Students are engaged in instruction and are not bored or tuning teachers out due to the changing schedule

Students are seeing the importance of math and how math is used cross-curricular.

Students are improving basic math skills and are able to more easily perform math tasks in their regular math class.